

Introduction

- Latinx Immigrant Population in the U.S.**
- Population has grown tremendously over past 20 years
 - 50% of 44 million immigrants belonged to Latin American countries (Budiman, 2020)
 - Population has expanded to multiple generations and statuses
 - Lives of Latinx immigrant youth combine experiences of caregivers and their own

- Acculturation & Acculturative Stress**
- Individual balances their membership in two cultural groups (Benuto et al., 2018)
 - Stress results from intersecting aspects of acculturation
 - Used to explore negative impacts on mental health and sense of belonging; intrinsic protective factors; and ways of resilience (Smokowski & Bacallao, 2006)

- Theoretical Frameworks**
- Bronfenbrenner's Ecological Systems Theory (1977): theory used to identify various influences on individuals' lived context
 - Berry's Acculturation Model (1979): model used to study cultural identity formation

The Current Study

- Research Goals**
- Addressed research gap by focusing on sources, not outcomes of acculturative stress
 - Identified and arranged sources of acculturative stress according to Bronfenbrenner's theory

- Summary of Methodology**
- Thematic analysis of peer-reviewed literature and media articles
 - Comprehensive literature review

- Research Questions**
- What are the potential sources of acculturative stress for Latinx immigrant youth according to Bronfenbrenner's Ecological Systems Theory?
 - What are possible interactions between the four ecological systems that may influence the sources of acculturative stress?

Methods

- Scope of Search**
- Two platforms: UNC-Chapel Hill's Articles+ database; Google
 - Primary keywords reflected population and topic of interest
 - Secondary keywords stretched across three search domains
 - Acculturation and individual identity development
 - Relationships to families, communities, and systems
 - Distant systems & legal institutions

- Search Criteria**
- Published within past 20 years
 - Acculturation/acculturative stress was foundation of research
 - If empirical, population sample consisted of Latinx immigrant youth
 - If media article, demonstrated credibility through ethical standards

- Analysis Plan**
- Identified parent and child codes
 - Utilized Word Frequency Query
 - Produced primary and secondary themes

Literature Review Results

Ecological System	Settings (Primary Themes)	Potential Sources of Acculturative Stress (Secondary Themes)
Microsystem	Family	Familial differences in acculturation; Stressful roles within the family; Disrupted family functioning due to immigration-related events
	Peer Relationships	Peer influence on their acculturation; Negative peer interactions
	School	Lack of understanding towards the Latinx immigrant student population; Low number of Latinx personnel; Limited cultural specific resources
	Neighborhood	Restricted access to neighborhood spaces
Mesosystem	Family-School	Increased youth responsibility; Social isolation from peers; Reduced sense of empowerment
	Family-Neighborhood	Low number of social networks; Disconnect to origin country; Reduced awareness of community resources and services
Exosystem	Larger Community	Negative community reception of the Latinx immigrant population
	Parent's Workplace and Economic Conditions	Difficulties in family functioning; Limited economic mobility
Macrosystem	U.S. Society	Negative societal perception of Latinx immigrants; Systemic discrimination
	U.S. Public Policy	Harmful immigration policies; Increased immigration enforcement

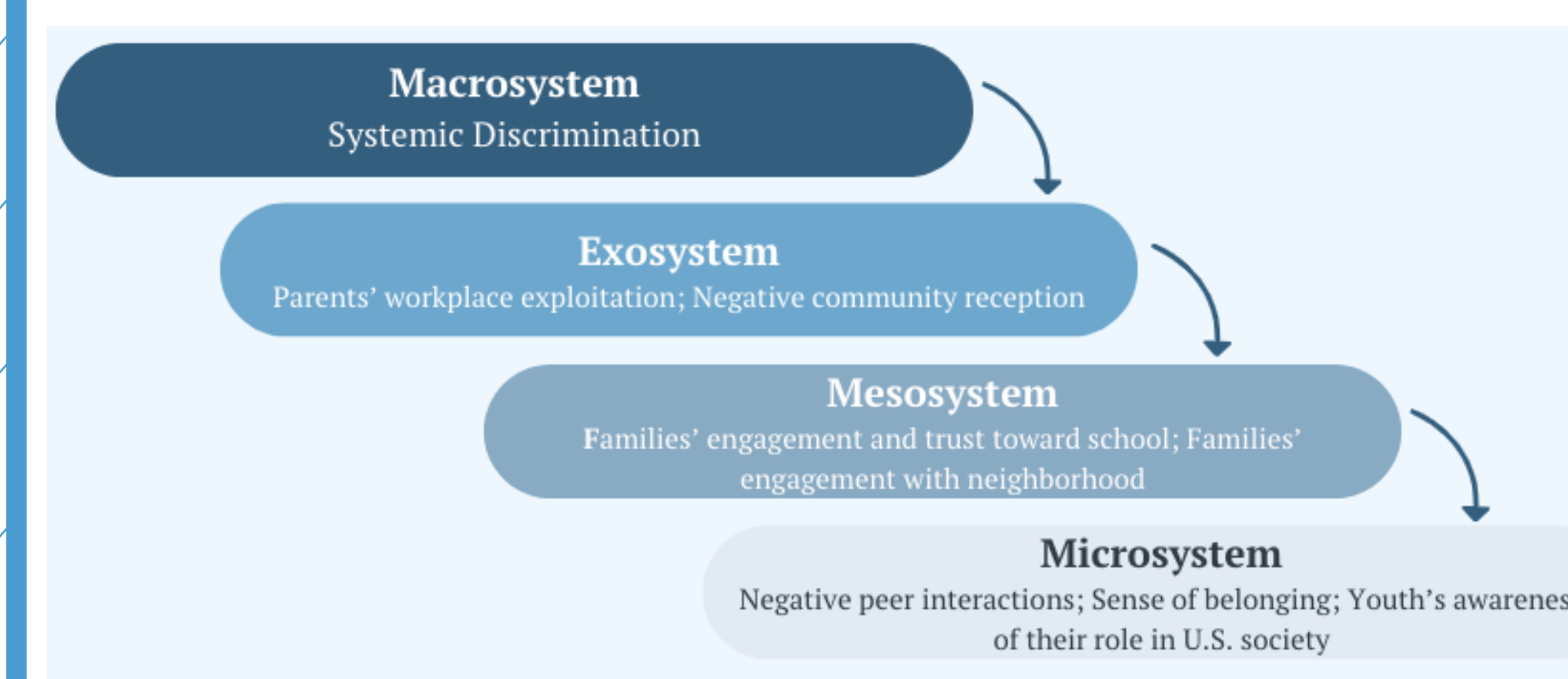
Results

- Overview of Methodology**
- 36 peer-reviewed literature sources
 - Included empirical studies and comprehensive literature reviews
 - 6 media articles
 - Included news articles; research-based publications; education policy briefs
 - 481 references in NVivo
 - Microsystem: 244 references; 10 child codes
 - Mesosystem: 56 references; 2 child codes
 - Exosystem: 66 references; 3 child codes
 - Macrosystem 115 references; 4 child codes

- Summary of Literature Review**
- Microsystem**
 - 4 ecological systems: Family; Peer relationships; School; Neighborhood
 - 9 sources of acculturative stress
 - Mesosystem**
 - 2 ecological systems: Family-school; Family-neighborhood
 - 6 sources of acculturative stress
 - Exosystem**
 - 2 ecological systems: Larger community; Parent's workplace and economic conditions
 - 3 sources of acculturative stress
 - Macrosystem**
 - 2 ecological systems: U.S. society; U.S. public policy
 - 4 sources of acculturative stress

Discussion

- Main Findings**
- Literature review demonstrated that potential sources of acculturative stress can originate within multiple contexts embedded in lives of Latinx immigrant youth
- Second Research Question Findings**
- Family unit in the Microsystem is significant to sources of acculturative stress for Latinx immigrant youth
 - Influenced other settings and sources of acculturative stress in Microsystem, Mesosystem, and Exosystem
 - Sources of acculturative stress in Macrosystem can influence acculturative stress across three ecological systems
 - Societal perception
 - Discrimination
 - Reflected in research on outcomes of acculturative stress
 - Translating acculturative stress across ecological systems can lead to better interpretation and application



Limitations

- Exclusion of Chronosystem**
- Outermost ecological system focused on time
 - Could have provided a framework for sources of acculturative stress in the Macrosystem
 - Societal perceptions and public policy toward Latinx immigrant population has transformed since 2016
- Exclusion of Contextual Factors**
- Geographic and immigration context are relevant to ecological systems and sources of acculturative stress
 - Empirical studies typically focused on states with historically large Latinx immigrant population
 - Exclusion of diverse experiences of acculturative stress in states that have a growing population

Implications & Future Directions

- Mental Health Professionals**
- Recognize acculturative stress when addressing mental health
 - Offer culturally specific ways to build resilience
- Educators and School Administrators**
- Incorporate cultural and linguistic humility to create inclusive school environment
- Community Leaders**
- Outreach to understand needs and strengths of local population
 - Innovation of culturally specific resources and advocacy efforts to support population
- Researchers**
- Qualitative studies that incorporate lived experiences of Latinx immigrant youth
 - Recommendations: Narrow participant sample; Semi-structured interviews; Connect sources, protective factors, and outcomes of acculturative stress

References

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